

8 Steps to Summarizing a Text

Summary: A summary is a *shorter* version of a longer piece of writing. A good summary should capture the **main idea** and its **supporting details**, but express them in a much shorter amount of words.

Read the text and make sure that you understand it.

- **STEP 1:** Read the text twice. If you don't understand the text after reading it twice, ask a friend for help in understanding the text.

Find the Main Idea and its Supporting Details

- **STEP 2:** Underline any words that you don't understand in the text. Find definitions for these words.

- **STEP 3:** Identify the important elements of the text by filling in a 5w's chart. Be as specific as possible here.

- **STEP 4:** Write a sentence describing what you think the main idea of the text is. Use the title of the text, and bold words to help you with this.

Eliminate unimportant information

(work one paragraph at a time)

- **STEP 5:** Using a pencil, and keeping your main idea in mind, cross out all unnecessary information in the text. Lists, facts and examples are often 'unnecessary' information.

Identify important information

(work one paragraph at a time)

- **STEP 6:** Using a highlighter or a different coloured pencil, and keeping your main idea in mind, highlight all key pieces of information. These are your **supporting details**, that support the **main idea**.

Write your summary

- **STEP 7:** Working one paragraph at a time, use *your own words* to summarize each paragraph in bullet point form. Aim for 1-3 bullets per paragraph.

- **STEP 8:** Turn your bullet points into full sentences, and put them together to write a summary of the original text. Your summary should be approximately 1/3 the length of the original text. Use transitional words such as "and, first, second, however, therefore" to help you put your sentences together.

Date: _____

Summarizing a Text worksheet

Text name: _____

Read the text and make sure that you understand it.

STEP 1: Read the text twice.

☐ I have read the text twice and feel that I have a good understanding of the text's meaning.

STEP 2: Look up words that you don't understand. (3 minimum)

1. _____ :

☐ I have highlighted all the key points of information in my text.

2. _____ :

STEP 7: Working one paragraph at a time, use your summary to summarize each paragraph in bullet point form. Aim for 1-3 bullets per page. Do this on the same page as the text.

3. _____ :

Find the Main Idea and its supporting Details

STEP 3: Identify the important elements of the text by filling in a 5w's chart. Be as specific as possible here.

5 w's Chart

Who

Name: _____

Date: _____

What	
Where	
Why	
When	
How	

STEP 4: Write a sentence describing what you think the main idea of the text is. Use the title of the text and any bold words to help you with this.

The main idea of this text is that _____

over

Date: _____

Eliminate unimportant information

STEP 5: Using a pencil, and keeping your main idea in mind, cross out all unnecessary information from your text one paragraph at a time, such as lists, facts and examples, which are often 'unnecessary' information in your summary.

- ☐ I have crossed out all unnecessary information on my text using a pencil.

Identifying important information

STEP 6: Using a highlighter or a different coloured pencil, and keeping your main idea in mind, highlight all the key pieces of information, one paragraph at a time.

- ☐ I have highlighted all the key pieces of information on my text.

Summarizing each paragraph

STEP 7: Working one paragraph at a time, use your own words to summarize each paragraph in bullet point form. Aim for 1-3 bullets per page. Do this on the same page as the text.

- ☐ I have summarized each paragraph into my own words on the text page. Each text has 1-3 bullet points each.

Write your summary

Step 8: Turn your bullet points into full sentences and put them together to write a summary of the original text. Your summary should be approximately 1/3 the length of the original text. Use transitional words such as '*and, but, first, second, however, therefore*' to help you put your sentences together.

over

Date: _____

Summary:

- ☐ I have written my summary in full sentences
- ☐ My summary is approximately 1/3 the length of the original text
- ☐ I have used transitional words to put my sentences together.

Before handing in your work

Before handing in your work, make sure that you have done the following:

- ☐ I have completed all parts of this worksheet
- ☐ I have stapled the text that we summarized today to this worksheet

READING STRATEGY

Before reading this selection, complete this sentence: I do (or do not) think hockey is a dangerous sport because . . .

Safer Hockey

♦ by Bev Spencer

VOCABULARY PREVIEW

- ♦ protective
- ♦ experiment
- ♦ suffered
- ♦ opposed
- ♦ interfere
- ♦ gruesome
- ♦ extent

"He shoots! He scores! Ouch! The goalie took it in the face! He's down. Medics are on the ice . . ."

This scene was all too common in ice hockey matches until the widespread use of protective goalie face masks. A few goaltenders experimented with masks decades before the face mask would be accepted, including Montreal Maroons player Clint Benedict around 1930. But masks never caught on until Jacques Plante wore one. The modern hockey face mask has become standard protection for players of all ages . . . from kids' to professional teams, because of two Canadians. Today, fans collect pictures of the colourful, varied masks their favourite goalies wear.

By 1959, Jacques Plante, an NHL All-Star goalie, had been injured in the face many times. Fast-travelling pucks had broken his jaw, both cheekbones and his nose. He had already had 200 stitches in his face. He had even suffered a hairline fracture of the skull. Plante decided that was enough. He made his own rigid goalie mask, with some help from Fiberglas Canada.

Plante was afraid fans might think less of him for wearing a mask. And his coach opposed the mask, so at first he only wore it during practices. But after a puck gave him a big gash in his upper lip during a game, he refused to return to the ice without the mask. He proved it didn't interfere with his playing by winning the game. After that, Plante decided to wear it for every game. When his team, the Montreal Canadiens, won the Stanley Cup for the third time in a row, Plante was in the net and the mask was on.

Plante led the way by wearing his mask. Toronto-born Dr. Tom Pashby worked to make both the mask and helmets standard hockey equipment. A keen hockey fan, Pashby never missed a game at Toronto's Maple Leaf Gardens. His friend George Parsons was playing for the Leafs in 1939 when he took a hockey stick in the face and was blinded in one eye. The cause? Highsticking. Parsons lost both the eye and his hockey career that night.

Pashby had nearly finished medical school when he witnessed this gruesome

accident, and he was shaken. He became an ophthalmologist, or eye doctor. Soon he was stitching up players after the games at the Gardens. His own son suffered a head injury during a house league hockey game, but recovered. After another player in the majors was blinded in 1973, the Canadian Ophthalmological Society knew who could help. Pashby prepared a report on the extent of eye injuries in hockey. It helped change hockey rules.

In 1975 the Canadian Amateur Hockey Association (CAHA) modified the

highsticking rules, making the game safer. Pashby pushed the Canadian Standards Association (CSA) for rules on protective eyewear. By 1979 all minor hockey players had to wear a CSA-approved face-protector-and-helmet combination. It was the first safety standard like it anywhere. Eye injuries in hockey were cut dramatically.

Now, no one scoffs at a hockey player in a helmet, or a goalie with a helmet and face mask. And highsticking is not allowed. Canada led the way, and Pashby continued to push for eye protection in other sports.

ACTIVITIES

DIRECTLY STATED IDEAS AND INFORMATION

1. What is an ophthalmologist?
2. Who are the two Canadians who helped to make face masks acceptable in the hockey world?

INDIRECTLY STATED IDEAS AND INFORMATION

3. Explain why fans in 1959 might think less of a goalie for wearing a mask.
4. In paragraph five, two words, "wearing" and "make," are written in italics. Explain the purpose of using this type of font here.

MAKING CONNECTIONS

5. What other inventions can you think of that have made people's lives safer? Work with a partner to create a list of the "Top Five Safety Improvements in the Last 100 Years."

WRITING EXTENSION

Write a summary of this selection in no more than 100 words.